

## The Power of Assessment Webinar Series – Module 7 (Accurate Grading Pt. 1)

### Activity #1 – Accountability

1. Within the school context, what is your definition of accountability?

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2. What other ways can you identify that teach students to be academically responsible besides “punishing” them in the gradebook?

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3. How do you currently determine whether an “unproductive” student is apathetic OR unclear?

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4. Is it still true that some students would rather *look cool* than *look stupid*? Explain with a few examples?

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## Activity #2 – Late Penalties & Zeros

Strongly Disagree										Strongly Agree
1	2	3	4	5	6	7	8	9	10	

**LATE PENALTIES:** On a scale of 1-10, I am a \_\_\_\_\_ when it comes to eliminating late penalties from my grading practices. To move to a \_\_\_\_\_ (+3) I would need or would need to know...”

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Strongly Disagree										Strongly Agree
1	2	3	4	5	6	7	8	9	10	

**NO ZEROS:** On a scale of 1-10, I am a \_\_\_\_\_ when it comes to eliminating zeros for missing work from my grading practices. To move to a \_\_\_\_\_ (+3) I would need or would need to know...”

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## Activity #3 – Academic Dishonesty

1. What new ACADEMIC and/or DISCIPLINE routines would be needed in your school/context in order to move away from punishing academic dishonesty in your gradebook?

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2. What current policies are beyond your control? How might you bring this issue to the forefront?

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## References

- A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor
- Ten Things that Matter from Assessment to Grading by Tom Schimmer.
- How to Grade for Learning by Ken O'Connor
- Classroom Assessment for Student Learning: Doing it Right – Using it Well by Rick Stiggins, Jan Chappuis, Judy Arter, and Steve Chappuis.
- Seven Strategies of Assessment for Learning by Jan Chappuis
- Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning (Solution Tree)